PBIS for August

What symbol can you put between 5 and 6 so that the results is greater than 5, but less than 6?

5.6

Where can you find rivers with no water, cities with no buildings and forests with no trees?

On a map.

How can you share five apples between five people and still have one apple left in the basket?

One of the five people should take their apple with the basket.

During what month of the year does a talkative girl/boy talk the least?

In February

Is it possible to predict the score at a game before it starts?

Yes, it will always be 0–0.

A harp has four of something, whilst a guitar has six of them. What are we talking about?

Letters

- Supporting social behavior is central to achieving academic gains.

- School-wide PBIS is an evidence-based practice for building a positive social culture that will promote both social and academic success.

Why implement district-wide PBIS?

A Framework for Effective Data Use in Schools
by _Rachel Rouda_   March 28, 2018
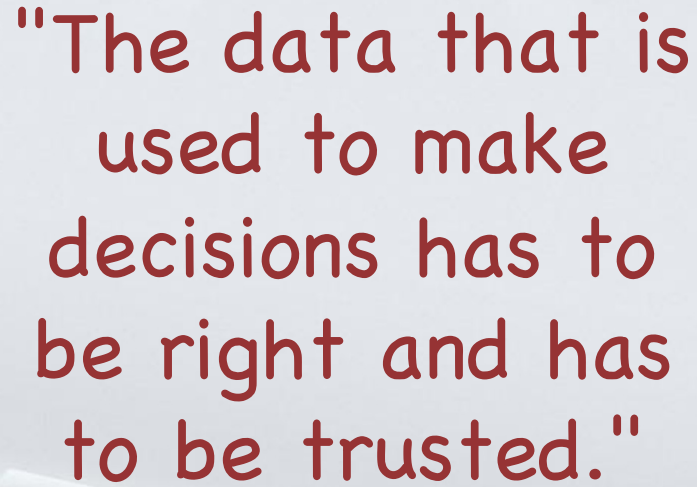
Three "A"s Text Protocol

What do you **Agree** with in the text?

What do you want to **Argue** with in the text?

What parts of the text to you want to **Aspire** to as a leader?

Establishing behavior systems is sometimes overlooked until after undesirable behaviors arise...remember, what you permit, you promote. If you do not teach behaviors or you allow undesirable behaviors to go unaddressed you are communicating to your students that you will tolerate these behaviors on your campus. If behavior systems are not in place and taught <u>when school starts</u>, minimal learning will take place.

Why is August so important?

"The data that is used to make decisions has to be right and has to be trusted."
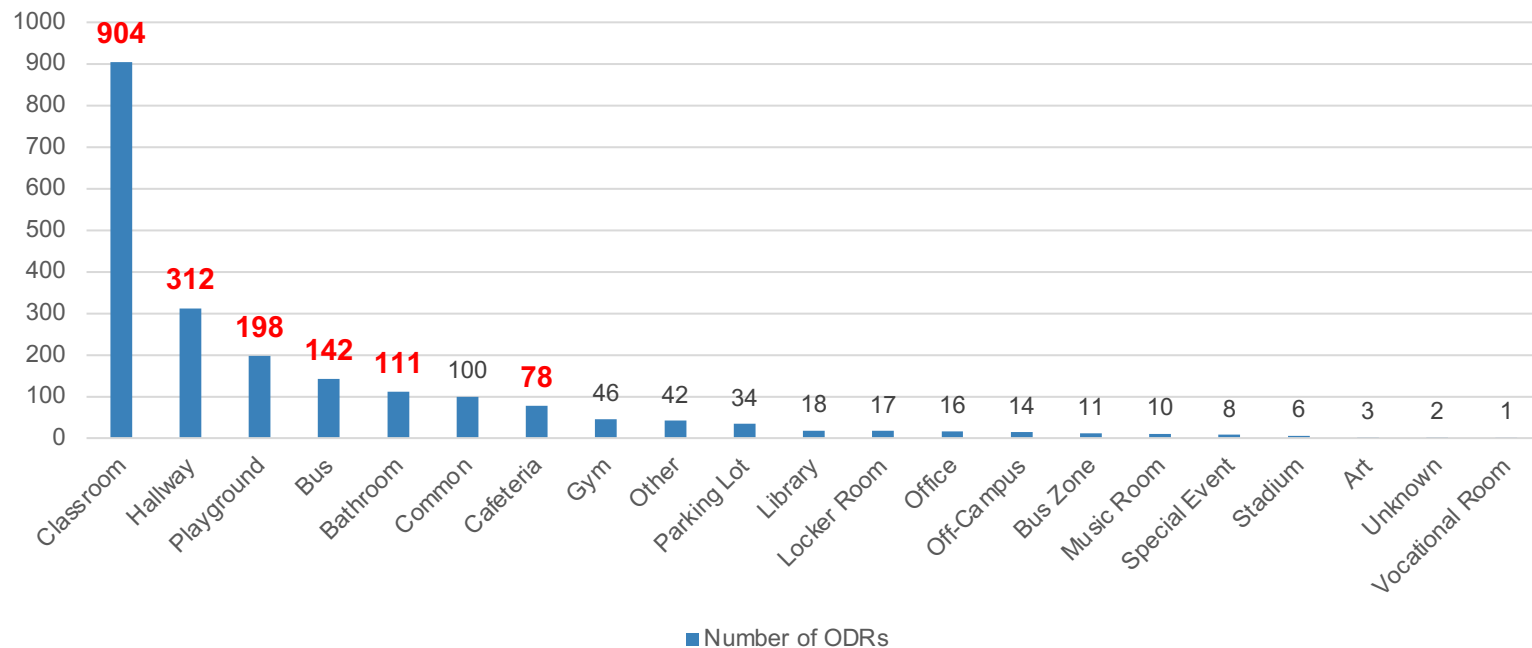
Graffiti

Purpose: Share strategies that your school has or is going to use to address ODRs in a location.

1. Move to a poster. Please spread out, you will visit all posters.
2. For 3 minutes record on a Sticky Note the strategies you have used or are going to use to address student behavior in the noted location. Explain, rationalize, and provide examples of your strategies. Why did you utilize that strategy? What were the results? How did you or will you tweak it?
3. Place the Sticky Notes on the chart paper.
4. On the signal, move to another poster and complete the same task.
5. Travel to the posters again. This time read others responses. Record any questions or comments that you have for the whole group discussion.
6. Participate in a whole group discussion.

Number of ODRs by Location

14

Implementation of any evidence-based practice requires a more coordinated focus than typically expected.

1. Establish a school PBIS Team

2. Set dates and times for PBIS Team meetings

Primary PBIS Team Tasks

Develop the school-wide PBIS action plan. What will your school wide behavioral exceptions be and how will you teach them?

Hold regular team meetings.

Maintain communication within the team and within the entire faculty.

Be available to answer any questions regarding PBIS to other faculty members/staff.

Attend PBIS trainings.

Monitor behavior data (both school-wide and individuals).

Offer ideas and suggestions to the team (no idea is ever too big or too small!)

- Sets dates/times of meetings and informs team members of those dates/times

- Develops and reviews an agreed upon agenda for each meeting

- Maintains communication with team members in and out of team meetings

- Delegates tasks

PBIS Team Facilitator or Administrator

Administrator

- Attends meetings and is an active participant

- Ensures team members have adequate time and finding for PBIS activities

- Provides feedback and encouragement for team efforts

- Provides approval for decisions regarding budget, staffing, and scheduling

Implementation of any evidence-based practice requires a more coordinated focus than typically expected.

3. Review SWIS End of the Year report data with your staff certified/classified – Tina J. is willing to co-facilitate or facilitate this meeting

4. Develop a behavior/PBIS Smart Goal

SWIS 2018-2019 Year End Report

Lucky	Leading
High results, low understanding of antecedents	High results, high understanding of antecedents
Replication of success unlikely	Replication of success likely
Losing Low results, low understanding of antecedents	**Learning** Low results, high understanding of antecedents
Replication of mistakes likely	Replication of mistakes unlikely

Dr. Douglas Reeves – Leadership and Learning Matrix

Understanding of antecedents is the distinguishing variable between leaders who experience success and those who do not. Antecedents are defined as **<u>adult</u>** actions, behaviors, and decisions that precede, anticipate or predict student performance.

If we desire improvement in student achievement and/or behavior, we need to determine what antecedents contributed to or limited success.

SWIS Drill-Down Worksheet

Red flag item is identified by analyzing Core Reports (most common), Additional Reports, Student Dashboard, or SWIS Dashboard (less common/less preferred). **Reminder**: Add filters one at a time.

Red flag item:	☐ Who? ☐ What? ☐ When? ☐ Where?	Date Range:
Drill-Down Filter(s):	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Drill-Down Filter(s):	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Drill-Down Filter(s):	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Referral Summary:	Number of students involved: _____ Number of referrals included: _____	Is the problem best addressed through systems or with individual students: ☐ Systems ☐ Students
Precise Problem Statement:		
Goal:		

Solution Development

Solution Components	What are the action steps?	Who is Responsible?	By When?	How will fidelity be measured?	Notes/Updates
Prevention					
Teaching					
Recognition					
Extinction					
Corrective Consequence					

	What data will we look at?	Who is responsible for gathering the data?	When/How often will data be gathered?	Where will data be shared?	Who will see the data?
Data Collection					

PBISApps August 2016

Who? What? When? Where? Why?

<u>Big Idea</u> – For continuous improvement to occur, antecedent data must be identified, collected, analyzed, and acted upon.

SMART Goal

SMART stands for Specific, Measurable, Achievable, Relevant and Time-bound.

A **SMART goal** is a short statement that a team makes to lead them in the direction of what they want to accomplish.

Never stop doing what is already working

Always look for the smallest change that will produce the largest effect

- Avoid defining a large number of goals
- Do a small number of things well

Do not add something new without also defining what you will stop doing to make the addition possible.

Solution Development					
Solution Components	What are the action steps?	Who is Responsible?	By When?	How will fidelity be measured?	Notes/Updates
Prevention					
Teaching					
Recognition					
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	What data will we look at?	Who is responsible for gathering the data?	When/How often will data be gathered?	Where will data be shared?	Who will see the data?
Data Collection					

Solution Development

Implementation of any evidence-based practice requires a more coordinated focus than typically expected.

5. Purposefully conduct student expectation training. All trainings should take place in the location of the expected behavior.

Train on a school bus. Please honor the transportation department's expectations

Be Safe
- Sit down and face forward
- Help others when bus is <u>not</u> in motion
- Keep your hands, feet and objects to yourself
- Keep aisles/emergency exits clear

Be Responsible
- Be on time
- Take all your belongings when you leave the bus
- Place trash in the trash can
- Stand in line away from the bus when loading
- When in the hallway, stay in your bus line

Be Respectful
- Use appropriate voice, tone, volume and language
- No food or drinks
- Follow driver's directions promptly
- Use kind words and actions

Prior to Students

Establish a schedule for sharing/utilizing SWIS data

Develop lesson plans for teaching expected behaviors

Plan and conduct staff PBIS training

SWIS

Tina S. & Tina J. will conduct a SWIS training. Please ensure at least 2 individuals are training in SWIS entry. AMP chairs will receive SWIS Reporter training at a later date. Please ensure Tina S. and Tina J. have the names of your AMP Chair/Co-chairs.

August

Conduct student expectation training. All trainings should take place in the location of the expected behavior (hallway, cafeteria, bathroom...

Conduct on the bus training with all students K – 8. Bus expectation training must take place on a bus

August - September

Establish, update or review PBIS Behavior Matrix

Ensure staff is trained in use of your Behavior Matrix (What is classroom managed? What is office managed?)

We will work as an administrative PLC to align Behavior Matrixes

Summary

- Invest in prevention

- Build a PBIS social culture of competence

- Use SWIS data for decision-making

- Begin with active administrative leadership

Questions?